DENMARK - FINLAND - URUGUAY

A panel study that investigates the transition to more technology-based learning in the context of COVID-19.
Findings across participating countries
Denmark, Finland, Uruguay
A higher percentage of teachers agree with statements about the collaborative use of ICT in teaching and learning compared to pre-pandemic.

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<tr>
<th>Country</th>
<th>2018</th>
<th>2020</th>
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I collaborate with colleagues to develop ICT-based lessons

I share ICT-based resources with other teachers in my school

2018
2020
ICILS Teachers Panel

% teachers reported using...

- Denmark: 71 (2018), 63 (2020)
- Finland: 28 (2018), 30 (2020)
- Uruguay: 44 (2018), 26 (2020)
- Denmark: 49 (2018), 44 (2020)
- Finland: 42 (2018), 32 (2020)
- Denmark: 64 (2018), 55 (2020)
- Denmark: 26 (2018), 13 (2020)
- Finland: 19 (2018), 14 (2020)

- Word-processing software
- Communication software
- Digital contents linked with textbooks
- A learning management system
- Collaborative software

2018 - 2020
My school has...

- Sufficient ICT equipment
- Access to sufficient digital resources
- Sufficient technical support to maintain ICT resources
- Good connectivity to internet

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Infographics
In 2020 a higher percentage of teachers across participating countries reported using digital tools compared to 2018.
Compared to pre-pandemic, an increase in ICT self-efficacy was reported by teachers.

29% increase in Uruguay

% report that they know how to use a learning management system

- Denmark: 86% (2020) vs 81% (2018)
- Finland: 66% (2020) vs 62% (2018)
- Uruguay: 92% (2020) vs 62% (2018)
In 2020 a higher percentage of teachers agreed with the statement that their school has good connectivity to the internet.

- Denmark: 69% in 2018, 85% in 2020
- Finland: 60% in 2018, 69% in 2020
- Uruguay: 24% in 2018, 57% in 2020

33% increase in Uruguay
Across countries teachers reported using digital tools for different teaching practices more frequently.

23% more teachers (often or always) use ICT to provide feedback to students on their work.